DOCUMENT RESUME

ED 331 656 RC 018 097

AUTHOR Tonemah, Stuart A.
TITLE American Indian Teacher Training Program.
INSTITUTION American Indian Research & Development, Inc., Norman, OK.
PUB DATE Oct 90
NOTE 17p.; Paper presented at the Annual Conferernce of the National Indian Education Association (22nd, San Diego, CA, October 13, 1990).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academically Gifted; *American Indian Education; Elementary Secondary Education; *Gifted Disadvantaged; Higher Education; *Leadership Training; Masters Programs; *Minority Group Teachers; Talent Development; *Teacher Education
IDENTIFIERS *American Indian Teacher Training Program

ABSTRACT

This paper describes the broad goals of an American Indian Teacher Training Program (AITTP), a master's program focusing on teaching gifted and talented Native Americans. The program is administered by American Indian Research and Development, Inc. (AIRD) through Oklahoma City University, with the goal of helping up to 10 American Indian educators per year enhance their leadership skills. AIRD suggests that competent Indian educators are best-qualified to teach gifted Indian students, and proposes seeking out qualified Indian instructors for training. Qualities perceived as being most favorable for gifted Indian educators include the following: (1) commitment to Indian education; (2) commitment to gifted education; (3) creativity; (4) confidence; and (5) sensitivity. Gifted teachers need not be of superior intelligence to work with gifted learners, but they should value intelligence and creativity in their students. A second section of the document describes a funding proposal to provide inservice training and information on gifted education to 300 teachers, parents, administrators, students, and tribal representatives. The document also includes profile data on the AITTP program's first participants, and several AITTP course syllabi. (TES)

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THE AMERICAN INDIAN TEACHER TRAINING PROGRAM

NATIONAL INDIAN EDUCATION ASSOCIATION
22ND ANNUAL CONFERENCE
TOWN AND COUNTRY CONVENTION CENTER
SAN DIEGO, CALIFORNIA

OCTOBER, 1990

PRESENTOR: ***Stuart A. Tonemah, Director***
American Indian Research
& Development, Inc.
Norman, Oklahoma 73069
(405) 364-0656

RC 018097

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"AMERICAN INDIAN TEACHER TRAINING PROGRAM"

(Project AITTP)

A Master's Degree Program For
American Indian Teacher in Gifted
And Talented Indian Education

*The American Indian Teacher Training Program **(AITTP)** is a first of its kind Master's Degree program emphasizing Gifted & Talented education targeting Native Americans. It is offered by American Indian Research & Development, Inc. (AIRD, Inc.) through Oklahoma City University (OCU). **AITTP** is a federally funded program under the Indian Education Act, Educational Personnel Development Section.*

THE PURPOSE: *To provide American Indian educators a Master of Education (M.Ed.) with an emphasis in Gifted & Talented Education to 10 Indian participants per year over a three year period. This degree program is intended to enhance participant leadership skills and provide career advancement to selected Indian educators who are recruited nation-wide.*

BENEFITS: *The program will lead to a graduate degree (M.Ed.) within 1 year of enrolling in graduate course of work at OCU. Tuition is provided by the **AITTP** as well as living and dependent stipend.*

OVERALL OUTCOME: *Educators, teachers, and counselors of gifted and talented indian students will have the opportunity to enhance their professional credentials in order to assist them in serving gifted and talented Indian students.*

LOCATION: *Oklahoma City University, a private institution located in the geographic center of the capitol city, Oklahoma City. OCU has an 83 year tradition of church related service (Methodist) and academic excellence. It has a growing reputation as a University of quality, personalized, value-conscious higher education. Its association and commitment to the education of American Indians is of long standing. OCU gifted education programs are endorsed for certification by the state of Oklahoma and is recognized regionally and nationally in gifted education.*

THE AITTP WILL START RECRUITING FOR ACADEMIC YEAR 1991 IN JANUARY, 1991.

Persons interested in applying for this new program should contact: Stuart A. Tonemah, American Indian Research & Development, 2424 Springer Drive, Suite 200, Norman, Oklahoma 73069. Telephone number: (405) 364-0656 or (405) 521-5386.

THE AMERICAN INDIAN TEACHER TRAINING PROGRAM

Tribes have for years voiced the need for effective leadership to assist them in achieveing self-determination and assure their survival as tribes. Initiatives that address the: needs have enjoyed varying modicums of success. Short-term courses, conferences, in-service training, individual tribal member's pursuits of specialized education and systemization of programs have contributed towards effective tribal administration and in some sense, tribal **leadership**. However, the problem of the lack of **effective** leadership still exists for many tribes. Tribal governments need tribal people in their service who are futuristic in thinking, critical assessors of tribal situations and creative in their approach to solving tribal problems. How can the tribes develop their peoples' talents to perform such activities? **AIRD,Inc. believes that through appropriate assessment and educational programming designed for young outstanding tribal members, a cadre of leaders can be developed.**

The American Indian Research and Development, Inc. (AIRD, Inc.) over the past eight years has been concentrating its efforts towards researching, developing and implementing programs to meet the needs of gifted and talented Indian students. These are students who are intellectually bright, artistic, creative, and/or highly motivated and who fall into the educational category of gifted and talented. AIRD's Primary and secondary research has revealed the great extent to which these Indian students are inappropriately assessed, underserved, and overlooked by local,

tribal, state and federal education programs. AIRD Inc. has attended numerous conferences, meetings, and has corresponded and had personal interactions with Indian educators, Indian parents and gifted and talented educators who have underscored the premise that gifted and talented education for American Indians and Alaska Natives is a primary educational area for development and should be an <u>important priority.</u> Unfortunately it has been ignored for many years.

Presently, AIRD Inc. is in the process of developing special, culturally-appropriate programs for elementary and secondary Indian students who have been identified as gifted and talented and for those who have the potential for high achievement but are not currently identified as gifted. AIRD is providing these services through Summer Programs, Week-end Programs, Mentorship Model Development, In-Service Training, Curriculum Development and Research.

However, there is a special need that goes beyond the scope of AIRD's present efforts, and this is **having gifted education trained Indian teachers to guide these students' learning.** A comprehensive thrust in this area is necessary in order to address the numerous gaps in educational service to Indian students across the nation.

In implementing AIRD's educational program of instruction for gifted and talented American Indians and Alaska Natives, we have indentified and utilized Indian instructors that love their discipline, who are enthusiastic and highly knowledgeable of their specialized teaching area. These American Indian instructors have been able to convey their interest and love for their discipline

to their students, resulting in increased knowledge and understanding of the discipline being taught and a new respect for the discipline. The Indian instructors are allowed the freedom and flexibility to work innovatively with their students and they accepted the challenge to be innovative in their instruction and applied their skills in many and varied ways. However, **none** of these Indian intructors had formal gifted and talented educational training.

Overall, the Indian instructors were **highly** successful in guiding their students' learning. The thought that lingers with AIRD, Inc. is, "what or how much **more** could have happened for the students **if** their instructors were **formally** trained in gifted and talented educational concepts and teaching techniques or had practical experience in working with gifted and talented American Indians and Alaska Natives?"

AIRD Inc. operates from a basic concept in its approach to provision of services to Indian students who are gifted and talented or have the potential to be. This concept is: "having competent Indian people serving Indian people." We feel that Indian educational service providers have greater insights into the concerns, issues, problems, and nature of Indian students than do non-Indians. Those who are most effective with clients have similiar backgrounds to those with whom they are serving and also possess the professional background (formal preparation) for the job they are doing. This is the purpose of AIRD's AITTP project, **to provide the opportunity for American Indian teachers, counselors and administrators to earn a Masters Degree in gifted and talented**

education to serve American Indian and Alaska Native gifted and talented students.

There are many factors that influence how an Indian student learns and, in the gifted classroom setting, the teacher of gifted and talented students is of critical importance. The **success** and **effectiveness** of gifted and talented programming is in direct proportion to the effectiveness of the **teacher**. However, only a few states (10) have any requirements beyond regular teaching credentials for teachers of the gifted. So how does one address this problem? AIRD Inc. proposes to address this special need by training Indian teachers in gifted and talented on the Master's degree level.

AIRD, Inc. proposes to recruit, screen, and select Indian teachers to this program who possess the following qualities:

(1) who have a commitment to Indian education.

(2) who have a commitment to gifted and talented education.

(3) who are self aware and confident in their teaching abilities.

(4) who hold themselves in high esteem and are creative.

(5) who relate well with Indian students and who are spontaneous and supportive in their teaching.

(6) who are sensitive and knowledgeable in their subject area.

(7) who knows and understand Indian people.

(Recommendations from AIRD, Inc. Advisory Board, 1985)

These are ideal personal qualities that AIRD will assess through the application process which will include, interview,

essay and reference check, in addition to meeting graduate admission requirements of Oklahoma City University. These activities will be conducted to determine the applicant's personal qualities to participate in this project. Teaching gifted and talented Indian students is not an easy task; these students may know more than the teacher, may be able to grasp complex concepts quicker than their teacher, may be able to organize and marshal group activities better than the teacher and in some cases represent a threat to the teacher in ways not understood by the teacher. The Indian teacher of Indian gifted need not be of superior intelligence to work effectively with these gifted learners. However the gifted and talented Indian teacher should **definitely** value intelligence and creativity and understand the implications of giftedness and know how to nurture gifted Indian students. Specifically effective Indian teachers of the gifted in the AITTP should be able to develop their abilities to:

(1) understand the cognitive, social and emotional characteristics, needs and problems of gifted and talented Indian students.

(2) develop flexible, individualized approachs to learning that meets individual gifted and talented Indian student needs and nurture group interaction.

(3) create an environment conducive to allowing gifted and talented Indian students strengths to be utilized and allows self-actualization to occur.

(4) teach the skills of rational thinking, intergration of mind and body, intuitive development and self-

evaluation from an Indian perspective.

(5) nurture creativity in all aspects of thinking, feeling, intuiting, and expression through products from an Indian perspective.

(6) to relate will with colleagues, Indian parents, and Indian students, involved in the learning processes, and be able to draw upon community and tribal resources.

These Concepts are explored through a combination of traditional graduate level coursework in gifted and talented education and through specially designed Indian education courses that lead to a Master's degree in Education. AIRD, Inc. conducts it's EPD program at the Oklahoma City University (OCU). The OCU Division of Education and AIRD, Inc. project staff design and teach gifted and talented courses and re-design existing courses to provide project participants the opportunity to learn theory, concepts and teaching strategies that relate **directly** to Indian gifted and talented education.

GIFTED AND TALENTED AWARNESS COMPONENT

The Indian gifted and talented teacher's role in public schools, BIA schools, or Indian controlled schools is ill defined and has few prededents upon which to build. Each type of school operates differently in its approach to gifted and talented programming. Therefore, AIRD, Inc. proposes, in concert with the EPD project, to also conduct a "Gifted and Talented Awareness Component" (G-TAC) that will provide in-service training to 300 teachers, parents, students, administrators, tribal representatives and other interested individuals or groups with insights into the problems, concerns, and issues involved with educating gifted and talented Indian students. The Gifted and Talented Awareness Component falls within the aegis of the IEA-EPD fundable activities: "256.10 (3) provide in-service training to persons serving Indian students in these types of positions (educational personnel, ancillary education personnel)". AIRD, Inc. feels that the provision of the in-service component is an effective extension of the AITTP-EPD project in that an estimated total of 300 more people involved with Indian education will receive appropriate information on educating Indian gifted and talented students. It will also serve to provide a better climate for the EPD graduates who will assume teaching positions in schools with gifted and talented Indian children.

The AITTP project with the G-TAC component are designed: to

provide learning experiences that are specific and comrehensive to the gifted and talented concept; will draw upon numerous data collected in the AIRD's AIGTAM; expand research and contact with Indian tribes, Indian parents and experts in the area of gifted and talented education. This systematic approach adhered to inform Indian people of gifted education by AIRD, Inc. will produce the intended results to benefit Indian teachers selected to participate in these programs and to tribal entities, educational personnel and Indian parents. This proposal represents AIRD, Inc.'s best plan for meeting the educational needs of Indian students under this part of the Indian Education Act, and is cost effective and will positively impact Indian students. This proposal, should it be funded, will be effectively administrated according to the IEA rules and regulations and applicable Edgar regulations. Section 7(b) of the Indian Self-Determination and Education Assistance Act (P.L. 93-638) will be strictly adhered to.

AMERICAN INDIAN TEACHER TRAINING PROGRAM
OKLAHOMA CITY UNIVERSITY

GENERAL ANALYSIS
1989-90

Participants: N = 10

Gender: Male: n = 3 Female: n = 7

Date of Birth Given: n = 8 Not Given: n = 2

Ages:
- 26 yrs: n = 1
- 34 yrs: n = 1
- 35 yrs: n = 3
- 40 yrs: n = 1
- 42 yrs: n = 1
- 45 yrs: n = 1

Marital Status:
- Married: n = 6
- Not Married: n = 2
- Not Specified: n = 2

States Represented:

Washington: n = 1	Montana: n = 1
Oklahoma: n = 4	Arizona: n = 2
Alaska: n = 1	New Hampshire: n = 1

Tribal Affiliation:

Salish/Kootenai:	n = 1
Tonkawa/Pawnee/Ponca:	n = 1
Navajo:	n = 2
Athabascan/Tlinglet/Yupik:	n = 1
Caddo/Delaware/Choctaw:	n = 1
Creek:	n = 1
Delaware:	n = 1
Comanche:	n = 1
Haida:	n = 1

Degree of Indian:
- 1/4: n = 2
- 1/2: n = 3
- 3/4: n = 1
- 4/4: n = 4

Teacher Certification: n = 7

Undergraduate Degree:
- BA: n = 5
- BS: n =3
- B.Ed.: n = 1
- AB: n = 1

Undergraduate Degree Areas:

Elementary Ed.	n = 4
Psychology/Anthropology	n = 2
Psychology	n = 1
Music Ed.	n = 1
Fine Arts	n = 2

Placement:

Graduate School	n = 2
Teaching	n = 2
Teacher Certification	n = 1
Gifted/Talented Program	n = 2
Tribal Program	n = 1
Searching	n = 2

Future Aspirations to Utilize Master of Arts Degree:

Seminar On Indian Education
Fall 1989 **Thurs 9-11**
505 Library

Meeting One: Discuss intent and content of seminar Introduction to Indian Education, Discuss our own philosophies and definitions of Indian Education. For what, Indian control.

Meeting Two: Discussion of Contemporary Indian Education, the development of legislation, how to influence it and secure funding. Discuss specifics of IEA - 1972, TCC Act, 638, 874, JOM and their applicability to Indian education today.

Meeting Three: Discuss attitudes about Indian education as: participants, parents, educators, and administrators. Discuss racism, prejudice (overt and subtle) for example: team names, tracking, living, G/T identification, special/compensatory education and drop outs.

Meeting Four: Discuss elements of grant writing: needs assessment, plan of operation, budgeting, evaluation, structure and final product.

Meeting Five: Assign parts of proposal to develop and work with groups to draft. Review drafts and add input. Out of class write and submit for input on computer. Set deadlines.

Meeting Six: Present term paper concepts: definitions, clarify concepts limit and direct research.

Meeting Seven: Visiting Lecturer: Kirke Kickingbird
Discuss Indian sovereignty, U. S. Government and Indian relations; Trust status and Treaty relations.

Meeting Eight: Discussion of definition of Indian, eligibility for programs: Can Tribal Culture be taught in the schools; who is responsible for Indian education: role of Indian education in tribal affairs.

Meeting Nine: Evaluation

Seminar Grade Criteria:

(1) **Class attendance and participation in discussion.**
(2) **Draft term paper outline**

COURSE SYLLABUS

FALL SEMESTER, 1990

Special Topics in Indian Education

This course is designed to broach topics pertinent to Indian Education and to create an awareness within class participants of the complexities, intricacies, problems and critical issues American Indian and Alaska Natives face in American education. Included in the topics for discussion will be the history of educating American Indians, Treaty Relations and Indian Education, Developing and Influencing Indian Education Policy, Indian Education Laws, American Attitudes and Indian Education, Indian Higher Education, Role of Tribal Culture in Indian Education, Tribal/Indian Control and Indian Education, Indian Education Trends and The Future of Indian Education.

09-25-90	Developing and Influencing Policy
10-02-90	Indian Education Laws
10-09-90	American Attitudes and Indian Education
10-16-90	To Be Announced
10-23-90	The Indian Education Act
10-30-90	Bureau of Indian Affairs Education
11-06-90	Tribal Control and Indian Education
11-13-90	Indian Learners
11-20-90	Role of Tribal Culture in Indian Education - Gus Palmer
11-27-90	Tribal Sovereignty, Trust Responsibilities, Jurisdiction
12-04-90	Trends in Indian Education
12-11-90	Future of Indian Education

Course Requirements:

- Class attendance, two absences equal a letter grade drop
- Term paper on Indian education (10-15 pages maximum).
- Readings: Custer Died for your Sins, Vine Deloria, Jr.
  Compilation of Federal Laws, Committee on Education and Labor
  Report on BIA Education: Excellence in Indian Education Through the Effective School Process
  American Indian education: A National Tragedy - A National Challenge. The Kennedy Report. 1969 Committee on Education and Labor.
  To Live on this Earth. Estelle Fuchs and Robert Havighurst 1973.
  Teaching the Native American. Hap Gilliland with Jon Reyhner.

Week Sixteen: Designing your Gifted and Talented Program
- a) Needs Assessment
- b) Data Analysis
- c) Project Design
- d) Evaluation

Week Seventeen: Course Synthesis, Final paper due

Criteria for Course grade:

1) Class attendance and participation in discussions. Two absences - one letter grade reduction

2) Term paper minimum 15 pages, double spaced APA style. Topics relating to American Indian gifted and talented education.

3) Required texts: AIGTAM, EAIGTAM, Final reports: WISE, COYOTE, IMAGE, EIC. (provided by AIRD, Inc.)

Class Course Syllabus

Room A & S - 207
Tuesday 2 - 5pm

Week One:	Introduction to American Indian Gifted/Talented Assessment Model a) Survey b) Analysis c) Profile
Week Two:	Introduction of American Indian Gifted and Talented Assessment Model (AIGTAM) Section one: Standardized Test and American Indians
Week Three:	AIGTAM Section Two: Assessing Tribal Cultural Understanding; Problems; Survey; Item validation; Development of checklist
Week Four:	AIGTAM: Assessing Creativity: Review of Concepts; problems; development of checklist
Week Five:	AIGTAM: Assessing Leadership: review theories; Indian leadership; development of checklist
Week Six:	AIGTAM: Assessing Athletic Abilities: AIGTAM survey; AIRD approach
Week Seven:	AIGTAM: Assessing visual and performing Arts: assessment problems; Detroit Public Schools Creative Products Scale
Week Eight:	EAIGTAM: Who are the Indian Elementary Gifted/Talented student Profile
Week Nine:	EAIGTAM: Research conducted a) survey b) Data Study c) Item validation
Week Ten:	EAIGTAM: Methods of Identification a) Intelligence Testing b) Creativity testing c) Suggested Procedures
Week Eleven:	Alternative Programs: Explorations In Creativity (EIC)
Week Twelve:	Alternative Programs: Weekends for Indian Student Enrichment (Project WISE)
Week Thirteen:	Alternative Programs: Inservice: Mentorship Accessing Gifted Education (Project IMAGE)
Week Fourteen:	Resources: Centering Optimum Youth Opportunities Toward Excellence (Project COYOTE)
Week Fifteen:	Developing a philosophy for your gifted and talented program